



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

District Report

Test Date: May 2007
ID: 1281
District: Boothbay-Boothbay Hbr CSD

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4-5
Mathematics Results	6-7
Writing Results	8-9

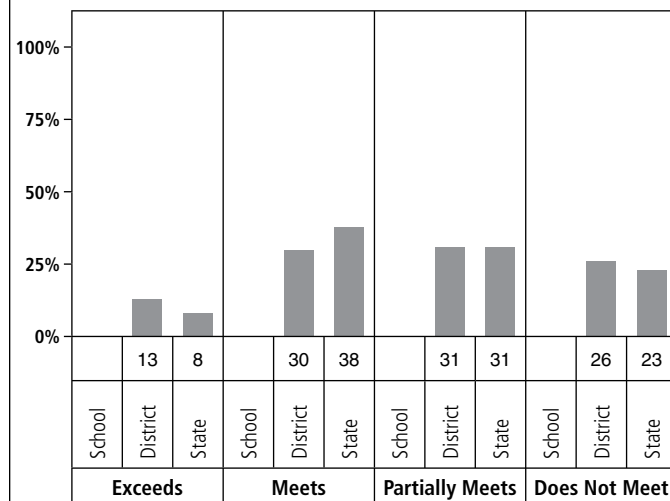
SUMMARY OF SCORES

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

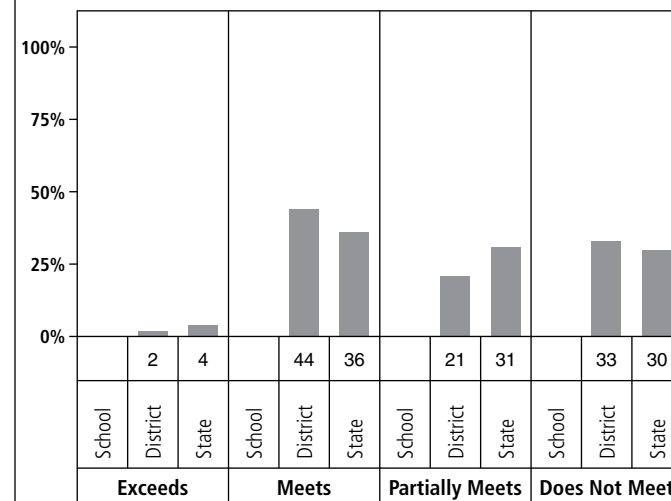
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007		1140	1141
Mathematics 2006–2007		1141	1140
Writing 2006–2007		1140	1141

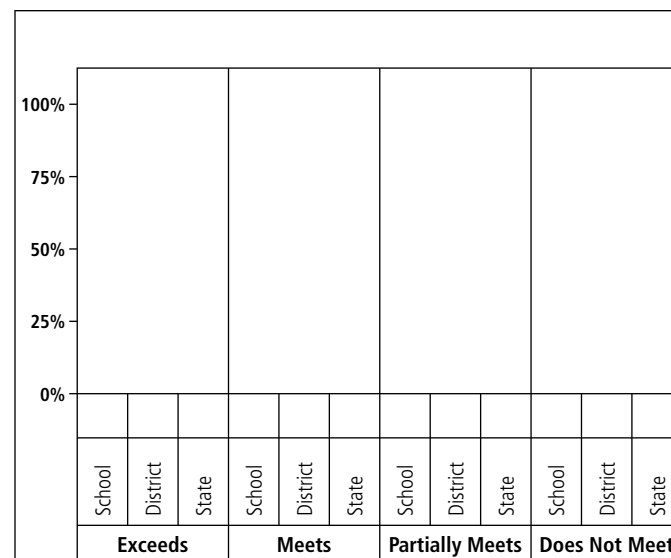
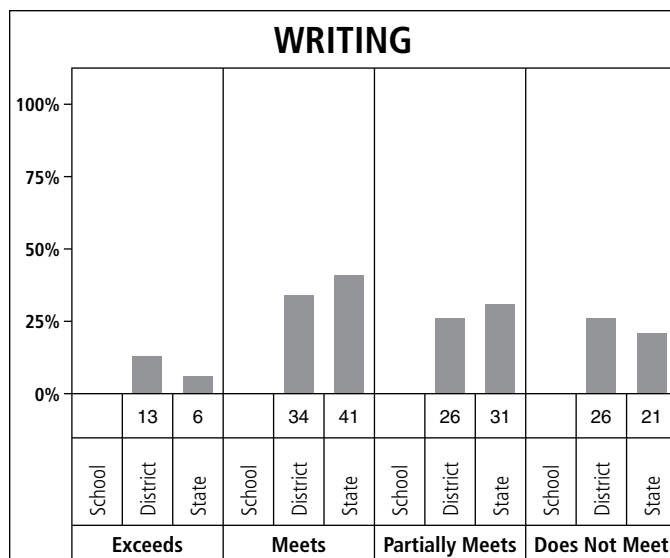
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
 District: Boothbay-Boothbay Hbr CSD

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			63	100	16094	100			61	97	15236	95			61	97	15599	97			61	97	15229	95						
Ethnicity	African American				2	3	333	2			2	100	295	89			2	100	308	92			2	100	294	88				
	American Indian/Native Alaskan				1	2	91	1			1	100	81	89			1	100	84	92			1	100	81	89				
	Asian/Pacific Islander				2	3	226	1			2	100	196	87			2	100	204	90			2	100	193	85				
	Hispanic				2	3	140	1			2	100	124	89			2	100	130	93			2	100	124	89				
	White				56	89	15304	95			54	96	14540	95			54	96	14873	97			54	96	14537	95				
	Not Reported				0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0				
Identified disability			16	25	2351	15			14	88	2047	87			14	88	2169	93			14	88	2044	87						
Current LEP			1	2	285	2			1	100	237	83			1	100	250	88			1	100	233	82						
Economically disadvantaged			10	16	3924	24			10	100	3561	91			10	100	3702	94			10	100	3558	91						
Migrant			0	0	1	0			0	0	1	100			0	0	1	100			0	0	1	100						

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations			60	95	13484	84			60	95	13851	86			60	95	13484	84						
Identified disability (PET/IEP)			13	22	743	6			13	22	865	6			13	22	743	6						
LEP			1	2	187	1			1	2	204	1			1	2	187	1						
504 plan			0	0	2	0			0	0	3	0			0	0	2	0						
Participation with accommodations			1	2	1570	10			1	2	1569	10			1	2	1570	10						
Identified disability (PET/IEP)			1	100	1127	72			1	100	1126	72			1	100	1127	72						
LEP			0	0	46	3			0	0	46	3			0	0	46	3						
504 plan			0	0	0	0			0	0	0	0			0	0	0	0						
Other			0	0	407	26			0	0	407	26			0	0	407	26						
Participation through alternate assessment (PAAP)			0	0	178	1			0	0	179	1			0	0	175	1						
Identified disability (PET/IEP)			0	0	177	99			0	0	178	99			0	0	174	99						
LEP			0	0	0	0			0	0	0	0			0	0	0	0						
504 plan			0	0	0	0			0	0	0	0			0	0	0	0						
Approved non-participation in reading – 1st year LEP			0	0	4	0																		
Approved non-participation – special consideration			0	0	14	0			0	0	14	0			0	0	14	0						
Non-participation – other			2	3	844	5			2	3	481	3			2	3	851	5						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006 2006-2007 Cum. Avg.			4	7	1079	7
				8	13	1168	8
				6	10	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006 2006-2007 Cum. Avg.			33	55	5697	38
				18	30	5714	38
				26	43	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006 2006-2007 Cum. Avg.			15	25	4772	32
				19	31	4728	31
				17	28	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006 2006-2007 Cum. Avg.			8	13	3595	24
				16	26	3444	23
				12	20	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											61	13	30	31	26	1140	15054	8	38	31	23	1141
Ethnicity																						
African American											2						290	2	21	26	52	1131
American Indian/Native Alaskan											1						78	4	28	33	35	1135
Asian/Pacific Islander											2						193	7	33	34	26	1139
Hispanic											2						123	6	28	34	33	1137
White											54	15	33	28	24	1142	14370	8	39	31	22	1141
Not Reported											0						0					
Identified disability																						
Yes											14	0	0	50	50	1128	1870	1	10	26	63	1127
No											47	17	38	26	19	1144	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1122
Current LEP beyond first year											1						226	1	10	25	64	1127
Economically disadvantaged																						
Yes											10	0	0	30	70	1126	3464	3	25	34	37	1134
No											51	16	35	31	18	1143	11590	9	42	31	19	1142
Migrant																						
Yes											0						1					
No											61	13	30	31	26	1140	15053	8	38	31	23	1141
Gender																						
Female											30	20	27	33	20	1143	7401	8	40	33	19	1142
Male											31	6	32	29	32	1137	7653	8	36	29	27	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						68	1	21	32	46	1131
No											61	13	30	31	26	1140	14986	8	38	31	23	1141
Gifted/talented program																						
Yes											0						1					
No											61	13	30	31	26	1140	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007			1	2	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007			27	44	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007			13	21	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			20	33	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											61	2	44	21	33	1141	15420	4	36	31	30	1140
Ethnicity																						
African American											2						304	1	13	27	59	1133
American Indian/Native Alaskan											1						81	2	16	42	40	1137
Asian/Pacific Islander											2						204	6	40	25	29	1142
Hispanic											2						129	3	29	25	43	1138
White											54	2	50	19	30	1142	14702	4	36	31	29	1141
Not Reported											0						0					
Identified disability																						
Yes											14	0	7	14	79	1132	1991	0	6	18	75	1131
No											47	2	55	23	19	1143	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1125
Current LEP beyond first year											1						243	2	14	19	65	1133
Economically disadvantaged																						
Yes											10	0	0	30	70	1132	3606	1	20	31	48	1136
No											51	2	53	20	25	1143	11814	5	40	31	24	1142
Migrant																						
Yes											0						1					
No											61	2	44	21	33	1141	15419	4	36	31	30	1140
Gender																						
Female											30	3	37	30	30	1142	7566	3	35	33	29	1140
Male											31	0	52	13	35	1140	7854	5	36	29	31	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						73	0	14	26	60	1134
No											61	2	44	21	33	1141	15347	4	36	31	30	1140
Gifted/talented program																						
Yes											0						1					
No											61	2	44	21	33	1141	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006			6	10	952	6
	2006-2007			8	13	937	6
	Cum. Avg.			7	11	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006			35	58	6055	40
	2006-2007			21	34	6167	41
	Cum. Avg.			28	46	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006			15	25	4916	32
	2006-2007			16	26	4723	31
	Cum. Avg.			16	26	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006			4	7	3221	21
	2006-2007			16	26	3227	21
	Cum. Avg.			10	16	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Boothbay-Boothbay Hbr CSD

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											61	13	34	26	26	1140	15054	6	41	31	21	1141
Ethnicity																						
African American											2						290	1	21	31	47	1132
American Indian/Native Alaskan											1						78	4	29	37	29	1136
Asian/Pacific Islander											2						193	6	31	35	28	1138
Hispanic											2						123	4	30	33	33	1137
White											54	15	35	24	26	1141	14370	6	42	31	21	1141
Not Reported											0						0					
Identified disability																						
Yes											14	0	14	21	64	1127	1870	0	8	27	65	1127
No											47	17	40	28	15	1144	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1117
Current LEP beyond first year											1						226	1	10	25	63	1128
Economically disadvantaged																						
Yes											10	0	0	40	60	1125	3464	2	26	36	37	1134
No											51	16	41	24	20	1143	11590	8	45	30	17	1143
Migrant																						
Yes											0						1					
No											61	13	34	26	26	1140	15053	6	41	31	21	1141
Gender																						
Female											30	23	33	27	17	1145	7401	7	46	31	15	1143
Male											31	3	35	26	35	1136	7653	5	36	32	28	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											0						68	0	15	43	43	1131
No											61	13	34	26	26	1140	14986	6	41	31	21	1141
Gifted/talented program																						
Yes											0						1					
No											61	13	34	26	26	1140	15053	6	41	31	21	1141

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